APPENDIX C

PROPOSED LIST OF DEMONSTRABLY EFFECTIVE PROGRAMS/SERVICES

2004-2005 School Year

Increasing collaboration in learning (Project Code 101)

There is increasing recognition that the teaching/learning process is enhanced when teachers collaborate with one another and when students are provided with opportunities to work together on meaningful tasks with freedom and comfort to take risks. Team teaching, teacher mentoring, cooperative learning and cross-age or peer tutoring are just a few examples of strategies that capitalize on the social and interactive nature of learning. In schools with a collaborative learning environment, teachers as professionals continuously work together and with the principal and other administrators toward school improvement and professional growth. Teachers observe each other's teaching and experienced teachers share with new colleagues the practices that have worked effectively for them. To promote cognitive change in the classroom, teachers facilitate students' collaboration on challenging tasks that build complementary roles and perspectives and which engender respect for diversity and variation. Many opportunities must be provided for learners to encounter open-ended problems or those with multiple correct solutions with diverse approaches shared in a respectful environment. In practice, increased student collaboration means moving from whole-class instruction to a greater reliance on interactive, small group activities.

Providing instruction based on individual student needs, strengths and interests (Project Code 102)

Focusing instruction on individual needs is a basic strategy for enhancing desired student results. Effective teachers are quite flexible in their teaching approaches, modifying and adapting instruction to meet the needs of different students, assisting students to become self-directed learners, and using alternative methods to assess their students. While all students can reach high levels of academic competencies, students rely upon different learning strategies. Teachers, therefore, need to provide carefully crafted experiences that permit students to learn in varied ways. Still further, they engage in regular and frequent monitoring of student learning progress so as to be able to adapt instruction as appropriate to meet individual learning needs.

Involving parents/families in their children's education (Project Code 103)

Increased participation of parents or other family members in their child's education can be an effective strategy for increasing student achievement. However, parent/family involvement means different things to different people. In its most traditional form, families are asked to support and cooperate with school staff by serving as fundraisers or volunteers in the schools. But increasingly, family involvement means participating in school decision making affecting school policy, initiating educational activities at home to increase their child's learning, choosing the school or program their child attends, or participating in programs that foster the adult family member's parenting skills and career development (e.g., GED preparation, literacy instruction, and job training). Studies show that especially at the preschool and elementary school levels, the more parents are welcomed into the school and participate in a sustained way, the better the

achievement of potentially low-performing students. Although all forms of family involvement are helpful, evidence suggests that involvement which is well planned, comprehensive, long lasting, and integrated into the real life of the school will have the greatest benefit to student achievement.

Schools with successful parental involvement programs make it clear to parents that they are welcomed in the schools; that their contributions are valued; and accommodate parents by engaging them during after school hours. In these schools parents feel comfortable calling or visiting the school to discuss their children's education and the school sends information home that is useful to parents. Information about what is in the best interest of students is readily shared. Parents and educators work together to solve student problems and design effective learning strategies.

Developing school/community/business partnerships (Project Code 104)

Partnerships in which schools join with businesses and other private-sector organizations are potentially effective strategies to improve student performance by expanding school resources and community support for students and educators. The structures of school/business partnerships range from the modest adopt-a-school program to city-wide negotiated agreements or "compacts" in which the area's major businesses, trade unions, post-secondary institutions, chambers of commerce, and other community-based organizations promise to give high priority to city high school graduates in return for the district's pledge to improve schooling and increase student achievement. Other examples of school/business/community partnerships include tutoring, mentoring, internships, youth apprenticeships, and summer employment opportunities for students; in-class presentations by business or community leaders; teacher training and opportunities to upgrade skills; and administrative support in such areas as labor-management relations, strategic planning, or finance. While school cooperation with business and community organizations can be beneficial to districts and schools, partnership arrangements must be viewed as supplementary and only as a partial solution to student problems. The challenge for school educators is to collaborate with others without diverting energy away from their primary education mission.

Developing school/college partnerships (Project Code 105)

School and college partnerships represent the melding together of resources, experience, and knowledge of two educational communities in the common interest of youth. One strategy of a school/college partnership is to address the academic preparation of students directly by targeting specific students for services, such as college admissions counseling or tutoring/mentoring by college students. A second strategy provides opportunities for high school students to earn college credit prior to college enrollment or through programs that link the last two years of high school with a college degree. Examples of successful school and college partnerships include the Upward Bound Program, 2 + 2 and dual credit programs. Another, more process-directed strategy is to change the environment in which students are taught by promoting teacher-renewal or school improvement. Examples of this latter type of school/college partnerships include professional development schools, academic alliances, team teaching by college and university professors in K-12 classrooms, and other training and retraining initiatives for both prospective and existing teachers; curriculum revision complemented by professional development; and broader systematic school reform efforts.

Implementing school-based management/shared decision making (Project Code 106)

School-based management is a strategy that typically involves delegating control over resources to the local school level and establishing school-based decision making bodies (also known as the school "cabinet," "council or "team"). Generally, the team makes school-level decisions in one or more of three areas: the school's budget, personnel, and/or curriculum. The principal plays a critical leadership role, encouraging the development of leadership skills in others and supporting and tracking improvements. Site-based management goes beyond the mandate for school-based planning required in all New Jersey's schools. The underlying rationale of site-based management is that school reform efforts are most enduring when carried out by people who have a sense of ownership, and that those most closely affected by decisions must be a part of the process of arriving at an informed decision. Thus, the intent of school-based management and shared decision making is to involve all stakeholders -- teachers, administrators, students, parents, community members -- in making research-based decisions that will improve student levels of academic achievement and the overall educational environment of the school. The principal under this model shares with the school team the responsibility for the success of the school.

Implementing school choice by utilizing optional-school designs (Project Code 107)

Parental/family choice and optional school designs can be effective strategy for meeting the individual needs of students and enhancing their school performance. The main means of expanding school options is to allow students to select a public school other than their assigned neighborhood one. There are two main forms of intra-district programs: "magnet programs," in which students may select specialty schools that are organized around a theme, with all subjects revolving in relation to the core emphasis; and the "open enrollment plans," that allow students to attend schools within the district that best serve their needs. Further, a school-within-a-school design where students and staff get to know one another and work together over longer periods of time than in traditional structures may reduce feelings of alienation and isolation that some students experience in large, impersonal secondary school settings. Thematic house plans, charter schools and other innovative schools for students at risk of dropping out are additional examples of potentially effective ways of organizing schools for students with special needs. No single best innovative school model exists, but optional school designs are most effective when they promote closer relationships between the students and their teachers, increased personal attention, rigorous and enriched curricula, high expectations for all, and the elimination of tracking.

Developing meaningful and challenging curricula for all students (Project Code 108)

Revising curricula is a strategy frequently employed by local educators to enhance student performance. Moving away from the idea that a curriculum is a collection of isolated skills and facts to be memorized, educators are developing meaningful and challenging curricula that lead students to construct actively their own knowledge. Such curricula provide experiences that, for example, require students to problem solve, provide answers to open-ended questions, experiment, examine in-depth, apply, analyze, connect, and communicate their learning.

Several state and national initiatives are underway to develop curriculum frameworks to help guide local curriculum reform efforts. These frameworks specify the basic content to be included in curricula programs such as the mathematics standards of the National Council of Teachers of Mathematics (NCTM), the science standards of the American Association for the Advancement

of Science (AAAS), and the workplace skill development framework of the Secretary's Commission on Achieving Necessary Skills (SCANS). The new frameworks provide content and performance standards, and sample assessment tasks. These initiatives are based on the belief that all students need to learn more, and often different content, and that this content must reflect the nation's rich multicultural and linguistic diversity. In New Jersey, by more, we also mean the skills and knowledge embodied in the Core Curriculum Content Standards, the High School Proficiency Assessment (HSPA), Grade Eight Proficiency Assessment (GEPA), and the Elementary School Proficiency Assessment (ESPA).

Instructional staff should continuously expand their knowledge base and understanding in both content and child development areas. Teachers, like students, should be encouraged to stretch, to study challenging and different content in old and new fields, to become thoroughly familiar with the Core Curriculum Content Standards and find innovative ways of presenting them to their students. Districts, in turn, should support and encourage teachers' continuing education at all levels of experience. Implementing a curriculum reform strategy requires close coordination among various content areas and grade levels within the school, and an alignment of the school's efforts with district, state, and higher education initiatives.

Aligning instruction with performance-based levels of achievement (Project Code 109)

This strategy calls for an instructional reform effort that emphasizes organizing and directing the entire instructional program to focus on high academic standards for all students, including New Jersey's Core Curriculum Content Standards, the High School Proficiency Assessment (HSPA), Grade Eight Proficiency Assessment (GEPA), and Elementary School Proficiency Assessment (ESPA). It involves establishing performance-based academic results, developing alternative forms of assessing those results (e.g., portfolio assessments, and other embedded assessment tasks that require higher order thinking), and aligning instruction with these performance-based levels of academic achievement and measures. Instruction and assessment in this context shift the emphasis from what students know to what students can do. In particular, the new standards underscore the importance of content and learning processes, and the application of interdisciplinary knowledge, skills and processes to solving problems. Included in this approach are instructional programs designed to develop critical thinking, provide authentic classroom experiences, and ensure the relevance of classroom activities to the home, the workplace, and to other community experiences.

Modern Red Schoolhouse (Project Code 110)

The Modern Red Schoolhouse (MRSh) is a K-12 program based on a blend of reform strategies and on the principle that all students can meet high standards through a system of mastery and assessment. The model's emphasis is on transmitting a common culture and on democratic government. The program requires school-based management, multi-graded classes and assessments conducted by the MRSh, which are linked with New Jersey's Core Curriculum Content Standards. Results have shown improvement in students' ability to pass state-administered essential skills tests. Parents are especially satisfied.

The following three phases of implementation have been identified, with twelve professional development modules available to support implementation: (1) creating a baseline curriculum; (2) adapting the curriculum and organization to meet the individual needs of students; and (3) setting assessment in place. While schools are not required to complete all training modules, the assessment system must be in place along with the curriculum that supports it, within five years.

The MRSh program philosophy is articulated through six tenets of reform, which include high standards for all, transmission of a common culture, respect for diversity, school choice for students and teachers, use of advanced technology, and flexibility and accountability for teachers and principals.

There is a strong emphasis on core academic subjects (i.e., mathematics, science, English, history and geography). The primary and intermediate curricula are based on E. D. Hisch's *Core Curriculum* and the upper-level curriculum relies on the James Madison series developed by the U.S. Department of Education. The required assessment process uses the Advanced Placement examinations as benchmarks. There is testing at the fourth, eighth and twelfth grade levels, which are overseen by MRSh staff.

The site-based management is required of all MRSh schools. The instructional design features multi-graded classrooms where mastery of the common curriculum is the primary concern. Teachers have considerable freedom to exercise their professional judgment in deciding how to accomplish the mission.

Staffing design and specific staffing requirements are decisions that are left to the school management teams (SMT). Members of the SMT serve for three-years, with staggered terms of office. On the average, teachers spend about 20 days at MRSh test sites. They also attend a summer institute, which provides foundational skills.

Increasing school time for meaningful learning (Project Code 111)

Increasing student achievement by providing more time for students to learn is a common sense strategy that is supported by educational research as well. Various plans for increasing school time include extended school day, summer school, extended school year, and year-round schooling with additional school days. These approaches to increasing the overall quantity of schooling can improve student performance if students are engaged in relevant and meaningful tasks at an appropriate level of difficulty and are experiencing success. In particular, interactive activities with the teacher or other students produce the greatest achievement gains, while off-task behaviors and some forms of seatwork (e.g., doing repetitive seatwork) have little impact on learning. Adding more time can benefit younger students and those needing additional help if the time is devoted to high quality instructional activities. In order to provide students with a greater opportunity to learn by extending the school day or year, districts will need to adjust their budgets and staffing patterns to keep schools open for a longer period of time.

Reducing class size (Project Code 112)

While there is some controversy about the effectiveness of reducing class size, there is little doubt that smaller classes provide an opportunity for using a greater variety of instructional techniques, giving more attention to individual students, and providing more individualization of instruction. Put another way, simply decreasing class size by itself will not improve student learning if teachers continue to use the same instructional methods and procedures in the smaller classes that they used in the larger classes. The more promising effects of improved instruction resulting from class size reductions typically occur in the primary grades, particularly in grades K-3.

Raising staff expectations for student learning (Project Code 113)

Creating higher expectations for student learning among teachers, administrators, and other staff is viewed as an effective strategy for enhancing student learning. Studies of school effectiveness

indicate that high expectations and commitment to bringing about student achievement are part of a pattern of attitudes, beliefs, and behaviors that characterize schools that are successful in maximizing student learning gains. The effects of raising expectations for student performance seem most pronounced at the elementary school level and with low-achieving students. In response to these findings, school improvement programs and professional development programs should incorporate elements designed to identify and encourage staff behaviors that establish a positive classroom climate and foster student participation; encourage peer support; expand staff awareness of multiple forms of intelligence; develop alternative programs to help students achieve higher levels of performance; and eliminate student tracking systems.

Integrating technology into instruction (Project Code 114)

The incorporation of technology into educational programs can create new opportunities for enhancing student learning. For example, educational technology has been used effectively in teaching higher-order thinking processes, remedial reading programs, and career guidance activities. Technology is an excellent tool for teaching the Core Curriculum Content Standards. With the tools of technology, students can dramatically raise knowledge levels, learn problem-solving techniques, develop the skills required to manage massive amounts of information, analyze concepts from several different perspectives, and develop the hard-to-quantify higher-order analytic and critical thinking skills that are required in the global marketplace. Another tool for research and problem solving, the Internet, also helps students become more independent learners. Distance learning makes resources available to districts in an equitable manner. The key to effective use is the integration of technology into the larger instructional program at the classroom level. It is critical that teachers experience staff development, which enables technophobic concerns to be overcome while introducing effective models for instructional infusion. Technology alone does not change student learning, but it can be used to support a vision of reform that already exists if that vision is shared by teachers and supported by organizational conditions. To be successful, a major technology implementation effort should provide adequate training for teachers, ongoing support, strong leadership, and a sustained effort.

Providing integrated human services to support student success (Project Code 115)

Teaching and learning is affected by student hunger, sickness, abuse, neglect, homelessness, and drug-addiction. While the schools' role is to focus on instruction, it is plain that the support of social and health agencies is needed to ameliorate some of the problems that impede student learning. Increasing the collaboration of schools with these and other youth-serving institutions focuses attention on the child or family as a whole, and fosters a coordination of community resources to assist students to achieve success. When the school serves as the hub of these integrative efforts, access to services needed by children and their families improves, and school staff often becomes more knowledgeable about how to respond to student needs as a result of their interactions with human services staff. The most effective school/human service collaborative programs are locally defined by the school community, and provide comprehensive, coherent and non-fragmented services. An example of integrated human services includes neighborhood community service centers that provide support services for students and their families in or near schools.

Accelerated Schools Project (Project Code 116)

The Accelerated Schools Project sets the goal of bringing all students into the educational mainstream by the end of elementary school so they can perform at levels appropriate to their age group. Conceived by Henry Levin at Stanford University, the program uses the "accelerated"

approach because at-risk students must learn at a faster rate than more privileged students -- not at a slower rate that drags them farther and farther behind. The program began in 1987 in two elementary schools and has expanded to over 50 elementary and middle schools throughout the country.

There are three central principles of the Accelerated Schools Project:

- **Unity of Purpose**. The school is transformed through working towards a common set of goals, which provide the focal point of everyone's efforts. Parents, teachers, students and administrators are involved in a process of defining a common purpose. This unity of purpose serves as an organizing framework for all aspects of school curriculum, instruction and organization.

- **School-site Decisions and Responsibility**. The program builds an expanded role for all groups to participate in and take responsibility for the educational process and educational results. Teachers and parents are heavily involved in the decision making, and new roles are defined for administrative leadership. There is site-based participation in decisions related to the choice of curriculum, instructional strategies, instructional materials, and the allocation of resources.

- **Building on Strengths**. All of the learning resources that students, parents, school staff, and communities bring to the educational endeavor are used to ensure student success.

The three principles become the basis for choosing curricula, setting instructional strategies and implementing change. Although each Accelerated School chooses a different path according to its unique needs, each school adheres to a common core of practices.

The **curriculum** of an Accelerated School is enriched and emphasizes language development in all subjects. This includes an early introduction to writing and reading for meaning. Applications are tied to the students' cultures and their everyday experiences. Accelerated curricula stress problem-solving and higher order analytical skills for all students.

Instruction within the Accelerated School promotes active learning experiences through independent projects, problem solving, and work with manipulative. Students construct, experiment and discover; they become teachers and helpers of fellow students through peer tutoring and cooperative learning. Teachers serve as facilitators of student activities. Alternative assessment tools provide information to ensure continuous improvement.

The **organization** of the Accelerated School builds upon broad participation in decision-making by administrators, teachers, and parents. Parental involvement is a central focus. Other aspects of the organization include flexible scheduling; establishment of problem-solving task forces to focus on different facets of school renewal; collaboration with central office staff; the principal as a facilitator.

Accelerated Schools favor a comprehensive approach in which curriculum, instruction and organization work dynamically together on behalf of students, school staff, and parents. Staff work to create a cohesive school community and one with an accelerated, heterogeneous instruction for <u>all</u> students.

Coalition of Essential Schools (Project Code 117)

The Coalition of Essential Schools (CES), based at Brown University, is a high school-university partnership that works across the country to redesign the American high school for better student learning and achievement. It is an extension of Dr. Theodore Sizer's "Study of High Schools" (1979-1983), reported in *Horace's Compromise: The Dilemma of the American High School* and two other volumes. Based on the belief that the function of every school is to help students use their minds well, the program purports two main goals: to help students acquire the habits of mind that allow them to question and reason by the time they leave high school, and to create an intellectual atmosphere of personalized instruction in which students are encouraged to assume responsibility for their own learning.

Central to the CES initiative are the nine common principles that guide the activities of the Coalition and member schools. These principles are:

- an intellectual focus on helping students use their minds well
- simple goals wherein students master a limited number of essential skills and knowledge
- universal goals that apply to all students
- personalized teaching/learning procedures and site-based instructional decision making
- students engaged as workers and teachers as coaches
- diplomas awarded upon successful exhibitions of mastery of essential skills and knowledge
- school climate that reflects trust, strong expectations, fairness, and mutual respect
- staff perceiving themselves as generalists and then as specialist
- budgets with per-pupil costs, which are no more than ten percent above those of traditional schools.

The process of implementing the nine CES principles is as important as the product. Since there is no "canned program," the faculty at each school must decide how to adapt the guiding principles to their individual school context. To help in this decision making, staff can consult Sizer's recent book, *Horace's School,* which contains many examples of recent school applications of CES principles. In addition, schools implementing the CES program participate in a learning network to share problems and solutions.

Comer School Development Program (Project Code 118)

The Comer School Development Program (SDP) was established in 1968 in two of the lowest achieving schools in New Haven. The program focused on identifying and addressing the underlying problems of the students and their families and problems in school management and organization. Dr. James Comer, a psychiatrist at Yale University's Child Study Center, noted that

school staff lacked training in child development and behavior, and understood school achievement as function of intellectual ability and individual motivation only. Thus, he concluded that the schools were ill prepared to modify behavior or close the developmental gaps of their students. In response to the conditions that he found, Dr. Comer developed a model for working collaboratively with parents and staff through three mechanisms:

- **School-site management teams** are composed of parents, teachers, administrators, and support staff in elementary, middle and high schools. In middle and high schools, students also serve on teams. These teams focus on the school's direction, prioritize and coordinate activities, and give everyone a stake in program levels of academic achievement.

- **Mental health and support teams**, which apply child development and relationship knowledge to all activities, address individual student behavior problems and focus on prevention.

- **Parents** participate in the school-site management team and sponsor, with staff, projects designed to create a good social climate. In addition, some parents work as assistants in classrooms, the library, and after school activities.

The governance and management team carries out three critical operations in the Comer School:

- Development of a **comprehensive school plan** with specific goals in the social, climate and academic areas.

- Planning and implementing **staff development** activities based on building level goals in the three areas.

- **Periodic assessment** that allows staff to adjust the program to meet identified needs and opportunities.

In order to carry out the program, participants are guided by three principles:

- Participants on the governance and management team cannot paralyze the leader. On the other hand, the leader cannot use the group as a "rubber stamp."

- Decisions are made by consensus to avoid "winner-loser" feelings and behavior.

- A no-fault, problem-solving approach is used by all of the working groups in the school, and eventually these attitudes permeate the thinking of most individuals.

The mechanisms, operations and principles discussed above are the essential elements of the Comer School Development Program.

Success for All (Project Code 119)

Success for All is a comprehensive, school-wide program developed by Dr. Robert Slavin at Johns Hopkins University for students in grades pre-K to five. The program began at one elementary school in Baltimore in 1987 and has expanded to over 40 schools in 13 states nationwide. The idea behind this program is to organize resources to ensure that virtually every

student in a school will reach the third grade with adequate reading skills, and that no student will be allowed to "fall between the cracks." The main elements of the program are:

- Tutors: In grades 1-3, specially trained certified teachers work individually with every student who is failing to keep up with classmates in reading. First grade students are the priority for tutoring.

- Reading Program: During reading periods, students are regrouped across age lines for 90 minutes so that each reading class contains students at one reading level. This eliminates the need to have reading groups within the class and increases the amount of time for direct instruction. Also, use of tutors as reading teachers during reading time reduces the size of most reading classes. The reading program in grades K-1 emphasizes language skills, auditory discrimination and sound blending, and uses engaging, phonetically regular mini-books which students read to one another in pairs. At the second through the fifth grade levels, students use school or district selected reading materials, basal, and trade books. This program emphasizes cooperative learning activities built around partner reading, identification of characters, settings, and problem-solutions in narratives, story summarization, writing, and direct instruction in reading comprehension skills. At all levels, students read books of their choice for twenty minutes each evening as homework. Classroom libraries of books are developed for this purpose.

- Preschool and Kindergarten: A half-day preschool program is provided for all eligible children. The program emphasizes language development, readiness, and positive self-concept. A full-day kindergarten program continues the emphasis on language, using children's literature and big books as well as thematically related activities. It also adds early reading activities such as oral and written composition, activities promoting the development of concepts about print, alphabet games, and math concept development. Peabody Language Development Kits are used to provide additional experience in language.

- Cooperative Learning: Cooperative learning is the vehicle that drives the Success for All curriculum. Students work together in partnerships and teams, helping one another to become strategic learners. Emphasis is placed on equal opportunities for success, individual accountability, common goals and rewards.

- Eight-week Assessments: Students in grades 1-5 are assessed every eight weeks to determine whether they are making adequate progress in reading. This information is used to assign students to tutoring and to suggest alternative teaching strategies in the regular classroom, to make changes in reading group placement, family support interventions, or other means of meeting students' needs. The school facilitator coordinates this process with the active involvement of teachers in grade level teams.

- Family Support Team: The Family Support Team is designed to work with parents in ensuring the success of their children. The team focuses on promoting parent involvement, developing plans to meet the needs of individual students who are having difficulty, implementing attendance plans, and integrating community and school resources. The team is composed of the principal or vice-principal, facilitator, social worker, and other personnel. In addition, all teachers share the responsibility of interacting closely with the team.

- Facilitator: A full-time facilitator works with teachers in each Success for All school to help them implement the reading program. In addition, the facilitator coordinates eight-week assessments, assists the Family Support Team, facilitates staff support teams, plans and implements staff development, and helps all teachers make certain that every child is making adequate progress.

- Staff Support Teams: Teachers in the Success for All program support one another through the training and implementation process in coaching partnerships, grade level teams, and other staff team configurations. These teams become a catalyst for the dissemination of new material, goal setting, and problem solving, and they provide a supportive forum for discussion around new instructional strategies.

Community for Learning/Adaptive Learning Environments Model (Project Code: 120)

Community for Learning (CFL) is a data-based, comprehensive K-12 program that focuses on high academic achievement and positive student self-perception. The program includes a site-specific implementation planning framework that incorporates a schoolwide organizational structure, and a coordinated system of instruction and related services delivery. The focus is on breaking down artificial barriers within the school and across the multiple service-providing agencies to ensure the healthy development and educational success of every student.

Implementation of the CFL program impacts three major areas of student outcomes:

- Improved academic achievement of all students, including and particularly those at the margins.

- Patterns of active learning and teaching processes that are consistent with the research base on effective practices.

- Positive attitudes by students and staff toward their schools, and most importantly, the expectation that every student has the capacity for educational success.

Findings from implementation studies in a variety of school settings to date show a positive pattern of change in a variety of student outcomes. CFL students consistently outperform comparison students in both teaching and mathematics, and show more positive attitudes about learning and their classroom and school environments when compared with students in nonprogram schools. Research findings also indicate that CFL families and communities become increasingly active in a wide range of school activities and in the decision making process.

The Adaptive Learning Environment Model (ALEM) is a K-8 Whole School Reform (WSR) program, currently being extended into the middle and high schools. This research-based program consists of several interrelated components. ALEM has a site-specific implementation plan that takes into account the school's improvement needs, the learning characteristics of the students, staff expertise and staffing patterns, the curricula and other implementation resources. A school-wide organizational support and a teaming process includes regular and specialist teachers in the planning and delivery of instruction and related services. The instructional-learning management system focuses on the development of student self-responsibility for behavior and learning process. An integrated assessment-instruction process provides an individualize learning plan for each student that includes whole-class and small group instruction, as well as one-on-one tutoring, based on an ongoing analysis of the diverse needs of the students, resource availability and instructional efficiency. Staff development is focused on the

implementation needs of individual staff on an ongoing basis. A family and community communication plan enhances the school's connection with them so that responsibility for school success is shared amongst all partners. Lastly, a school-linked, coordinated health and human service delivery system focused on healthy development and wellness of each student (Wang, Haertal & Walberg, 1997). Four workshops provide participants with knowledge and skills to implement the program.

Based on 15 years of research, student achievement results across a variety of school sites compare favorably with national, district and population test norms. ALEM is aimed at improved student achievement through content mastery and the development of positive self-perceptions of cognitive and social competencies. Special education students in ALEM classes have reported improved social competence and self-esteem, and the program has met with strong parental approval (Wang, Haertal & Walberg, 1997).

Providing professional development opportunities (Project Code 121)

The intent of professional development is to continuously enhance the performance of teachers, administrators and other professional staff by providing them with a variety of rich and meaningful learning experiences about how best to educate the whole child. Too often treated as a "frill" or a peripheral organizational function, professional development can be an effective vehicle for systemic reform when it focuses simultaneously and in a reinforcing way on two levels of school development: the individual learning level, such as the teachers' individual teaching competencies; and the organizational change level, such as the capacity of an entire staff to renew a school. Further, rather than thought of as the domain of a few, all school leaders and participants must assume responsibility for a school-focused professional development program which is driven by a clear, coherent strategic plan. Effective professional development programs are led by teachers and other professionals who function as trainers as well as consultants, planners, facilitators and coaches, and who provide the professional staff with multiple forms of job-embedded learning experiences. Effective models of delivering professional development include peer coaching and study groups. Professional development must be a continuous improvement process that has direct application to the classroom. It must allow time for teachers to reflect on what and how they teach and the impact their teaching is having on student performance. There seems to be strong consensus that professional development is critical to systemic reform. For professional development to have its desired effect, the professional culture of a school must include certain vital elements such as leadership, collaboration, and commitment to professional growth, as discussed in the introduction to this document.

Alternative schools (Project Code 122)

Alternative schools offer a viable educational option for students who are not experiencing success in their present settings and who require increasing amounts of professional time and attention from school staff. This educational program can provide students with educational experiences and learning opportunities that are more suitable to their special needs, interests, and aspirations than those offered in conventional school programs.

Since these students may exhibit patterns of behavior that interfere with the educational process and often occur in conjunction with poor academic performance, a school district may find it necessary to establish such a program to achieve both school-related objectives and to facilitate student success. Removing a group of students with specific needs and identifiable set of characteristics or problems from the regular school program can facilitate improved improved student achievement. Students may also make sufficient educational progress to satisfy local and

state high school graduation requirements. Additional support and assistance help identified students develop more responsible patterns of behavior.

Community schools (Project Code 123)

Schools can not be expected to provide the entire social, behavioral, and health services juveniles need; however, these services can be provided by experts in those fields in conjunction with schools. Community institutions and agencies can address the complex societal, family and personal problems that affect students' learning. The schools can serve as the primary location at which various agencies provide services to children and families before and after school hours and on the weekends. Services provided at centers located in or near the schools are not the responsibility of the educators who are employed to teach academic subjects during the regular school day. Rather, other agencies and institutions of the community are invited to use the school building as a place to provide their services to children and families of the community. A process for involving parents from the community; school personnel; local business; local health, mental health, and social service care providers; community-based organizations; and district staff assigned to coordinate the delivery of services is crucial to the success and longevity of the community school.

Parent education programs (Project Code 124)

Parents are the child's first source of education and instruction. Therefore, programs for parents enhance the nurturing, structure, and interaction students receive before and during the school age years. Studies have shown this type of education increases the parent's understanding of the educational system; assists parents in exploring, defining, and taking active roles in their child's education; and encourages parents to spend time with their children on schoolwork, resulting in improvements in the child's academic performance. Parent education serves to cultivate child-rearing knowledge; develop skills fostering the child's readiness for learning; endorse efforts to discipline children constructively and consistently; and provides support, guidance, and resources to families struggling with stresses of substance abuse, violence, poverty, and poor health care. Parent education programs encompass an array of activities not limited to child rearing but include adult lifelong learning such as improving literacy, job skill development, high school completion, vocational and technical training, and forms of higher education. Such programs also link parents to social services, summer learning opportunities, job opportunities, mentors, and more involvement in their child's school activities.

Job training programs (Project Codes 125)

Skill development in the field is important to the success of school-to-work opportunities. Such job training programs provide students with applied academic and technical skills in a career area. Programs are designed to enable students to work sequentially, mastering skills from the elementary to the complex. Students are also exposed to pre-employment and employment skills and conditions. A combination of school-based and work-based learning components, exploration of related career options, and curricula, which lead to the award of skill certificates, are essential to any program design. Programs require coordination between the academic and occupational components of the program. School-based and work-based partners cooperate from initiation of the training through course delivery. Programs are enhanced with the involvement of business, industry, and labor.

Training institutes to improve homework response (Project Codes 126)

After school enrichment and tutorial programs provide an additional forum for students to meet their academic needs. An array of programs targeted at homework improvement is offered to students at various levels of academic development. The content of the programs provides the opportunity for assessment, feedback, and evaluation of student performance, which are linked to the school's curriculum and promote student interest in learning.

Telephone tutorial programs (Code 127)

Tutorial programs that use computers and telecommunications enable students to obtain schoolwork at home. Students confined to at home placements can be afforded the same lessons, techniques, and information as students in the classroom. Telephone tutorial programs may strengthen parent involvement as expectations are visually and verbally articulated for parent and child through a telephone or computer communication. The range of programs may target enrichment, remediation, and improvement across the curricula and include academic skills, the arts, humanities, and workplace issues. These programs take the forms of telephone hot lines, integrated services digital networks, interactive media, interactive television, and the Internet.

Teleconference and video tutoring programs (Project Code 128)

Advances in technology enable school districts to bring situation learning and expertise into the classroom. Teleconferences involve two or more remote sites connected via various forms of technology such as satellites or video. During teleconferencing, students are able to receive visual and/or sound interconnections allowing individuals in two or more locations to see and talk to one another in a long-distance conference arrangement. Tutorial programs with these components allow students to communicate with individuals and groups who may be experiencing similar difficulties, apply concepts and obtain feedback with an expert in specific content area, and participate in hands-on activities. Tutorial programs with this design provide districts the opportunity to meet the needs of students with a variety of learning styles.

HSPA/GEPA/ESPA before school/after school preparation programs (Project Code 129)

In conjunction with preparing students to meet Core Curriculum Content Standards (CCCS), school districts will be interested in implementing specific methods and techniques preparing students for the Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA). Programs designed to enhance student potential toward academic success on these assessments are possible per outside normal school hours. Enrichment programs held before and after school to prepare students to attain the CCCS as measured by the ESPA, GEPA and HSPA provide an array of activities from identifying deficiencies to performance enhancement. The application of skill development can be reinforced through experiences beyond the classroom and include a variety of learning models devoted to additional instructional time in problemsolving, critical thinking, and active learning.

Other Approved WSR models (Project Code 130)

The department has approved six WSR models (i.e., Accelerated Schools Project, Community for Learning, Coalition of Essential Schools, Comer School Development Program, Modern Red Schoolhouse and Success for All) which are summarized above.

OTHER EXPENSES

Other (must be approved) (Project Code 199)

Districts may request special approval from the Commissioner to implement demonstrably effective improvement programs or strategies which are not included on the recommended DEPA list pursuant to N.J.A.C. 6:8-9.8(b).

Transfer to Charter Schools (Project Code 999)

Pursuant to N.J.A.C. 6A:11-7.2, districts that receives demonstrably effective program aid must pay to the charter school the amount of that aid attributable to a resident student attending that charter school.